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ABSTRACT

The Wisdom Is Now (Project WIN) was designed to increase student English proficiency, native language proficiency, and academic achievement, increase parent involvement, and encourage staff development at the High School for the Humanities and the School of Fashion industries in New York City. It served a total of 349 students of limited English proficiency (LEP), their parents, and their teachers. Students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, and social studies. Teachers of the participating students had the opportunity to attend monthly staff development meetings and receive tuition reimbursement for relevant college courses. The project sponsored a variety of parental involvement activities, including workshops and counseling services. Project WIN met its specific objectives for increasing students' familiarity with American culture and citizenship, cultural pride, attitude toward school, career counseling, career education, dropout prevention, staff enrollment in college courses, and parental involvement. The project partially met its NLA, content area, and attendance objectives. It failed to meet its ESL objective. Three appendixes list the instructional materials and schedules of instruction, as well as student and staff survey forms, used in the project. (MDM)

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OREA Report

The Wisdom Is Now
(Project WIN)
Transitional Bilingual Education Grant T003A10087
FINAL EVALUATION REPORT
1992-93

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The Wisdom Is Now
(Project WIN)
Transitional Bilingual Education Grant T003A10087
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

The Wisdom is Now (Project WIN) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its second year of operation in 1992-93. The project functioned at the High School for the Humanities and the High School of Fashion Industries, both in Manhattan. In the year under review, Project WIN served a total of 349 students of limited English proficiency (LEP) who had attended an English-speaking school system for under five years. This represented a decrease of 18 students from the previous year.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, and social studies. Students attended mainstream classes in art, music, and physical education. Multicultural education was an integral part of programming.

Teachers of participating students had the opportunity to attend monthly staff development meetings. The project also reimbursed tuition fees for staff members taking courses at the college level.

The project sponsored a variety of parental involvement activities, including workshops and counseling services. Parents were invited to open school activities as well as to special school events.

Project WIN met its objectives for increasing students' familiarity with American culture and citizenship, cultural pride, attitude toward school, career counseling, career education, dropout prevention, staff enrollment in college and university courses, and parental involvement. The project partially met its N.L.A., content area, and attendance objectives. Project WIN failed to meet its E.S.L. objective or the objective for staff awareness of pupil needs and problems.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Investigate additional techniques to increase students' acquisition of English language skills, possibly by working more closely with peer tutors.

- Explore additional techniques to increase students' acquisition of skills in science and social studies. Analyze and replicate those techniques found to be successful.

- Stress the acquisition of knowledge about student needs and problems in staff development workshops.

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Paula Bruno for collecting the data and writing the report.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, The Wisdom is Now (Project WIN).

PROJECT CONTEXT

The program operated at the High School for the Humanities and the High School of Fashion Industries in the Chelsea section of Manhattan. The population of Chelsea was predominately European-American middle- to upper middle-class and relatively well-educated.

The student population at both high schools was different from that of the surrounding community—a majority of the students commuted from other areas of the city. Of the 2,180 students who were registered at the High School for the Humanities, 33.4 percent were Latino, 28.1 percent were Asian-American, 21.3 percent were European-American, 16.7 percent were African-American, and 0.5 percent were Native-American. Fifteen percent (324) of these students were of limited English proficiency (LEP). Approximately 25 percent came from low-income families.

Of the 2,079 students who were registered at the High School of Fashion Industries in the year under review, 51.3 percent were Latino, 35.1 percent were African-American, 9.7 percent were Asian-American, 3.5 percent were European-American, and 0.4 percent were Native American. Fourteen percent (286) of these students were LEP. Approximately half (49.4 percent) came from low-income

families.

The High School for the Humanities and the High School of Fashion Industries were constructed in 1931 and 1940 respectively. Overall, both buildings seemed to be in a relatively good state of repair. Classrooms were well-lit and spacious. Halls and stairwells were noisy and crowded between classes. Attractive teacher- and student-prepared displays were prominent around both buildings. Computers were available and appeared to be used efficiently by the students. The auditorium at the High School of Fashion Industries contained Works Progress Administration (W.P.A.) murals depicting the relationship between art and industry.

STUDENT CHARACTERISTICS

Project WIN served Spanish- and Chinese-speaking LEP students in ninth through twelfth grades. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. The project also took into consideration low native language literacy and the student's willingness to participate, as determined by personal interviews with the guidance counselor and the written permission of parents.

TABLE 1

Number of Students in Project WIN, by Grade

High School	9	10	11	12	Total
Fashion Industries	72	75	57	39	243
Humanities		4	66	36	106
Total	72	79	123	75	349

The project served a total of 349 students; male students numbered 71 (20.3 percent) and female 278 (79.7 percent). Students whose native language was Spanish numbered 196 (56.2 percent); those whose native language was Chinese numbered 143 (41.0 percent). The native language of the other 10 students was Vietnamese, English, Arabic, Hindi, Korean, or Russian. A majority of the participants (39.8 percent) were born in the Dominican Republic. The next largest group (39.5 percent) was from China. (See Table 2.) Most (67.3 percent) of the participants came from low-income families and were eligible for the free-lunch program.

Needs Assessment

Before instituting the project, both schools conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated two primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; and (2) to provide parents with counseling and workshops to familiarize them with the educational system and project goals.

TABLE 2

Students' Countries of Origin

Country	Number of Students
Dominican Republic	139
China	138
Puerto Rico	15
Mexico	10
United States	7
Taiwan	5
Colombia	4
Hong Kong	4
Peru	4
Vietnam	4
Honduras	3
Chile	2
Ecuador	2
El Salvador	2
Nicaragua	2
Argentina	1
Barbados	1
Greece	1
Guatemala	1
Guyana	1
Malaya	1
Russia	1
Spain	1
Total	349

PROJECT OBJECTIVES

Student Objectives

- Seventy percent of the target students will demonstrate an appropriate increase in English proficiency as indicated by improvement at the .05 level of statistical significance.

- As a result of participating in the program, 75 percent of the target students will increase in Chinese Language Achievement.

- As a result of participating in the program, 75 percent of the target Hispanic students will demonstrate a significant increase in native language achievement.

- Seventy percent of the target students will score at or above the passing criterion of 65 in the content area subjects (science, mathematics, social studies).

- The program will organize at least two field trips to historic museums, the United Nations, White House, etc., to increase students' familiarity with American culture and citizenship.

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward their cultural heritage.

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school.

- All graduating students will meet the bilingual career specialists for advisement during the school year.

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

- Program students will have a significantly lower dropout rate than that of non-program students.

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

Staff Development

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil problems and needs.

- As a result of participation in the program, 75 percent of program staff members will enroll in at least one university course each semester.

Parental Involvement

- As a result of participating in the program, the proportion of students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of the mainstream students' parents.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project WIN provided instructional and support services to 349 Spanish- and Chinese-speaking students and their families. The project's main goal was to assist Chinese and Latino LEP students in achieving their educational and occupational aspirations by fostering their proficiency in English, native language arts (N.L.A.), and the content areas.

At the High School for the Humanities, all content area subjects were taught in English using E.S.L. techniques. The content area classes at the High School of Fashion Industries were taught in English using E.S.L. techniques, or in English and the students' native language of Spanish or Chinese in equal parts.

Project WIN also offered parental involvement activities and in-service staff development activities, including reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project WIN offered E.S.L. at literacy, beginning, intermediate, advanced, and transitional levels, and N.L.A. at intermediate and advanced levels. The project

initially stressed bilingual instructional methodologies in the content areas (subject material was presented first in the native language and then repeated in English). This enabled students to acquire concepts and practice emerging skills in English, and, as the year progressed, teachers made the transition to greater use of English instruction with an E.S.L. methodology.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning; teacher-directed, individually paced instruction; whole language instruction; and videotapes and research projects. Computers supplemented classroom instruction.

The High School of Fashion Industries had an enrichment program in drama. Students were given the opportunity to go to plays and/or attend other culturally enriching activities; in the year under review, 23 performances were offered. An artist-in-residence program was an innovative activity this year: a playwright spent time in the classroom working with students on creating dramatic scenes and discussing the elements of playwriting; students had the opportunity to work in small groups and write a play.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

At the end of Title VII funding, the two participating high schools plan to assume the cost of programming.

Staff Qualifications

Title VII staff. The project director, two resource teachers, and two paraprofessionals were funded by Title VII. For a description of their degrees and language competencies (teaching or communicative proficiency*), see Table 3.

TABLE 3

Qualifications of Project Staff

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Chinese (TP) (Cantonese/Mandarin)
Resource Teacher	M.A.	Chinese (TP)
Resource Teacher	M.A.	Spanish (TP)
Paraprofessional	H.S.	Chinese N.S.[a] (Cantonese/Mandarin)
Paraprofessional	H.S.	Chinese N.S.[a]

[a]Native speaker

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and the provision of evaluation data. The director had more than 10 years' experience in teaching LEP students. The resource teachers' responsibilities were to coordinate all program activities at the specific site, teach and counsel students, provide assistance to other school staff, assist in the planning of activities for parents and students, and select instructional materials. Each

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

teacher had over five years of experience in the field. The paraprofessionals assisted the resource teachers in the classroom and worked as office assistants.

Other staff. Tax-levy funds paid the salaries of the 39 classroom teachers and two teacher/coordinators who provided instructional services to project students at the two project sites. For a description of their degrees, certifications, and language competencies, see Table 4.

TABLE 4

Qualifications of Other Staff Serving Project Students

Position Title	Degrees	Certificate(s)/Licenses	Language Competence
39 Teachers 2 Teacher/ Coordinators	33 M.A. 6 M.S. 2 B.A.	9 Social Studies 7 E.S.L. 3 English/E.S.L. 3 English 3 Science 3 Draping/Design Construction 2 Mathematics 1 Spanish 1 Chinese 1 French 1 Italian/E.S.L. 1 Music 1 Earth Science 1 Bilingual Social Studies 1 Bilingual Biology 1 Bilingual Math/Biology 1 Bilingual Draping 1 Costume Design	Spanish 4 TP 5 CP Chinese 3 TP French 2 TP 1 CP Italian 1 TP Greek 1 TP

Teachers had varying numbers of years of experience in teaching LEP students. Thirty had received training in either bilingual education or E.S.L. All teachers held high school certification for the subject area they taught.

Staff development. Teachers of participating students took part in a series of monthly staff meetings at their respective high schools. At the High School for the

Humanities, workshops focused on teaching academic writing to E.S.L. students, editing students' essays, comparing teaching methods, and portfolio assessment. At the High School of Fashion Industries, workshops focused on facilitating academic language development, curriculum development, and bilingual and E.S.L. teaching.

Four project staff members enrolled in college and university courses.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 5.2 years (s.d.=2.6) of education in a non-English-speaking school system and 4.4 years (s.d.=2.3) of education in the United States. The median time students participated in Project WIN was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education to the resource teacher, who completed a five-page referral form for submission to the School-Based Support Team (S.B.S.T.). The S.B.S.T. had Chinese- and Spanish-speaking members.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

The project offered a bilingual resource room for students with hearing disabilities.

Gifted and talented students who demonstrated academic excellence participated in honors classes and/or college collaborative classes.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project WIN sponsored a variety of parental involvement activities, including workshops and counseling services. Parents were invited to open school activities as well as to special school events.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project WIN.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The content area objective in mathematics, science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, OREA developed a Likert-type questionnaire which project personnel administered to all participating students. To assess the students' attitude toward school, OREA developed a Likert-type questionnaire which project personnel administered to all participating students.

OREA also developed Likert-type questionnaires to assess staff awareness of pupil needs and problems. (See Appendix C).

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data.

To determine the proportion of participating students who increased their proficiency in English, OREA computed the percentage of students increasing their N.C.E. scores from pretest to posttest. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project WIN carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

The project offered E.S.L. instruction at the literacy, beginning, intermediate, advanced and transitional levels. The High School for the Humanities offered E.S.L. instruction for ten periods per week except for the beginning level, which was offered for 15 periods per week. At the High School of Fashion Industries, all levels were offered for five periods per week. The number of students registered at each level is shown in Table 5.

TABLE 5

Number of E.S.L. Students by Proficiency Levels and Site

Proficiency Level	High School for the Humanities	High School of Fashion Industries
Literacy	6	18
Beginning	12	22
Intermediate	30	75
Advanced	28	64
Transitional	30	64
Total	106	243

An OREA evaluator observed a beginning level E.S.L. class at the High School of Fashion Industries and a transitional level E.S.L. class at the High School for the Humanities.

The beginning level E.S.L. class combined teacher directed and cooperative learning pedagogical methods. The class was held in a spacious, bright room. Academic posters and fashion advertisements were displayed on the walls. Sixteen students were involved in the lesson, asked questions, volunteered responses, and listened when others spoke. Desks were arranged in groups of four. The class began with instructions given by the teacher. All teacher-student communication was in English. The classroom activities included group work, completing an activity sheet, and student presentations.

The goal of the lesson was to help students avoid jumping to conclusions by developing their understanding of the difference between a fact, a probable fact, and imagination. Each student was given a Xeroxed photograph of a teenage girl from a series of articles in *The New York Times* profiling inner-city teenagers, along with a group work sheet. The question the teacher posed was, "What is in this picture?" Each group wrote write five facts about the teenager. At the end of the class one student from each group presented their facts to the rest of the class. As the students worked, the teacher handed out English dictionaries to each group and assisted students individually.

At the High School for the Humanities, the classroom walls were decorated with book posters. The lesson in this transitional E.S.L. class centered on the last two chapters of *The Good Earth* by Pearl S. Buck in preparation for a test the following day.

The interaction pattern was teacher-directed. All communication by the teacher and students was in English.

The teacher reviewed the material by asking questions such as: "How was the third son different from the others?" "What does the word idealistic mean, and how can this word be used in reference to the sons?" "What about the little fool?" At one point, the teacher read a specific section from the book as students followed along in their books. The class discussed the topics of slavery, prostitution, and sexual abuse as referred to in the story.

Students' desks were arranged in a semi-circle conducive to class discussion. The 25 students actively participated by volunteering responses and asking questions. Student questions generated a positive response from the teacher and led to further discussion.

The evaluation objective for English as a second language was:

- Seventy percent of the target students will demonstrate an appropriate increase in English proficiency as indicated by improvement at the .05 level of statistical significance.

There were complete pre- and posttest scores on the LAB for 270 students from grades nine through twelve. (See Table 6.) The mean gain of 6.6 N.C.E.s (s.d.=10.8) was statistically significant. At the High School of Fashion Industries, 69.1 percent of the students showed an increase in pre- to posttest scores. At the High School for the Humanities, 65.2 percent of the students showed an increase.

While it came very close, the project did not meet its objective for E.S.L. Last year, the project met this objective at the High School of Fashion Industries but not at the High School for the Humanities.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Fashion Industries	243	178	19.1	13.1	26.6	15.0	7.5	11.7	8.54*
Humanities	106	92	22.4	11.8	27.3	12.5	4.9	8.5	5.53*
Total	349	270	20.2	12.7	26.8	14.2	6.6	10.8	10.07*

*$p<.05$

- Students at both sites and overall made significant gains on the LAB.

Participants' Progress in Native Language Arts

Instruction in N.L.A. was offered at the intermediate and advanced levels. All levels at each site were offered for five periods per week. The number of students registered at each level is shown in Table 7.

TABLE 7

Number of N.L.A. Students by Proficiency Levels and Site

Proficiency Level	High School for the Humanities	High School of Fashion Industries
Literacy	0	0
Beginning	0	0
Intermediate	48	120
Advanced	58	123
Transitional	0	0
Total	106	243

The evaluation objectives for native language arts were:

- As a result of participating in the program, 75 percent of the target students will increase in Chinese language achievement.
- As a result of participating in the program, 75 percent of the target Hispanic students will demonstrate a significant increase in native language achievement.

Over 83 percent of students passed their Chinese N.L.A. courses both semesters. (See Table 8.)

Pre- and posttest matching scores on El Examen de Lectura en Español (ELE)

were not available for any of the project students. OREA, therefore, could not use the ELE as the evaluating instrument and used passing grades instead. While over 89 percent of participating students passed their Spanish N.L.A. in the fall, only 72.4 percent passed in the spring. (See Table 8.)

The project met its Chinese N.L.A. objective and partially met its Spanish N.L.A. objective. Last year's results were the same.

TABLE 8

Passing Grades in Native Language Arts, by Language

Language	Fall		Spring	
	Number Enrolled	Percent Passing	Number Enrolled	Percent Passing
Chinese	42	95.2	49	83.7
Spanish	57	89.5	58	72.4

LEP Participants' Academic Achievement

Teachers used Spanish or Chinese in content area classes at the beginning of the year, then gradually made the transition to English with an E.S.L. methodology. Teachers used a wide array of strategies and techniques, including cooperative learning, teacher-directed, individually paced instruction, sheltered second language, tutoring, research projects, and computer-assisted instruction (C.A.I.).

An OREA consultant observed an American history I class at the High School of Fashion Industries and a history and government class at the High School for the Humanities.

The American history I class was held in a bright, spacious room which contained maps, flags, and photographs of many countries, as well as magazine articles on fifty black women, President Clinton, and Malcolm X. An ironing board served as a display table for Chinese artifacts. Students sat facing each other at long high tables that spanned the width of the room. That arrangement left approximately 50 percent of the students with their backs to the front of the class, where the teacher and blackboard were located.

The teacher presented the lesson in English and Spanish, and students communicated in both languages. The first part of the teacher-directed lecture was a general overview on lawmaking and the constitution. The second half of the class was specific to the process of introducing a bill in congress. As the teacher spoke, she wrote an outline on the blackboard in English and Spanish. The 30 students actively participated by asking questions and volunteering responses. Discussion questions centered on lawmaking and why laws are needed in a democratic society. The teacher gave the students homework.

At the High School for the Humanities, the teacher-directed lesson centered around the topic of U.S. expansion overseas and used the text *Exploring Our Nation's History*. At the start of the class, the teacher asked the students to review their notes and answer three questions that were written on the blackboard. The questions were; "How did the U.S. respond to the revolution in Cuba between 1895 and 1898?" "What was the Maine?" and "What is yellow journalism?" Students were given approximately 15 minutes to write their answers, as the teacher walked around

the room to assist individual students. For the remainder of the time, the class discussed the questions and the teacher wrote the answers on the blackboard and defined new vocabulary words.

All communication between teacher and students was in English. The 20 students were attentive and raised their hands in response to the teacher's questions. The teacher encouraged students to speak more and called on students who did not volunteer. There was no homework assignment. The classroom facilities were adequate, however, void of posters, maps, and wall displays.

The content area objective was:

- Seventy percent of the target students will score at or above the passing criterion of 65 in the content area subjects (science, mathematics, social studies).

At least 70 percent of the students received passing grades in all subject areas except social studies in the spring semester at the High School for the Humanities and science in the fall semester at the High School of Fashion Industries.

Project WIN partially met its objective for the content area subjects. Last year the project partially met this objective, failing to meet it in science and social studies at the High School of Fashion Industries. (See Table 9.)

TABLE 9

Passing Grades in Content Area Courses, by Site

Site	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Fashion Industries	Math	163	70.6	163	76.7
	Science	150	68.0	148	73.0
	Social Studies	216	76.4	216	77.3
Humanities	Math	103	77.7	101	79.2
	Science	96	80.2	96	77.1
	Social Studies	104	73.1	96	64.6

- Over 70 percent of students passed their content area courses in all but two cases.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No data were reported on any former project students now in the mainstream.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

Project WIN students at each school had the opportunity to participate in several field trips designed to instill pride in and respect for American traditions, and to increase their familiarity with various aspects of life in the United States.

The project proposed one objective for increasing familiarity with American culture and citizenship:

- The program will organize at least two field trips to historic museums, United Nations, White House, etc. to increase students' familiarity with American culture and citizenship.

In the spring of 1993, 20 project students at the High School of Fashion Industries went to the Malibu Dude Ranch in Milford, Pennsylvania. Participating students in the drama enrichment program had the opportunity to attend 23 theatrical performances. The number of project students who attended each of these performances ranged from 7 to 35 students, with a mean of 14.

Fifty project students from the High School for the Humanities went to the George Gustav Heye Center of the National Museum of the American Indian at the U.S. Custom House and to the Farmer's Market at Union Square.

Project WIN met its objective for increasing students' familiarity with American culture and citizenship as it had in the previous year.

Cultural Pride

Multicultural education was an integral part of the curriculum and aimed to instill pride in the students' own culture as well as sensitivity to the culture of others.

The project proposed one objective for growth in cultural pride:

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward their cultural heritage.

Project WIN used OREA-developed student surveys in English, Spanish, and Chinese to assess the growth of cultural pride in participants.

The project submitted 152 completed student attitude questionnaires to OREA, in which 94.7 percent of the respondents indicated an improved attitude toward their heritage.

The project met its objective for cultural pride. Last year, the project came close but failed to meet this objective.

Attitude Toward School

The project proposed one objective for an improvement in attitude toward school:

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school.

Project WIN used OREA-developed student surveys in English, Spanish, and Chinese to assess the growth of cultural pride in participants.

All 152 questionnaires submitted to OREA indicated that an improvement in attitude toward school had taken place.

The project met its objective for improvement in attitude toward school as it had

in the previous year.

Career Counseling

The project proposed one objective for career counseling:

- All graduating students will meet the bilingual career specialists for advisement during the school year.

Project students, including all graduating students, discussed their occupational interests and job opportunities with the bilingual career specialists at both sites at least three times during the school year.

The project met its career counseling objective, as it had in the previous year.

Career Education

Project WIN proposed one objective for career education:

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

The staff at the High School of Fashion Industries organized two trips to the Job and Career Center in Manhattan. Students had the opportunity to hear presentations by representatives of the police academy and Con Edison, videotape mock interviews, and access job data bases from available computers. In the spring of 1993, the High School of Fashion Industries held a schoolwide career/college fair called "Designing the Future," at which project students were able to focus on career and college choices. Approximately 50 representatives from business and industry gave career presentations, and approximately 20 college representatives from the New York area were available to share information with students and answer their questions.

The staff at the High School for the Humanities did not organize a conference for students but expected to hold one for next year.

The project met its career education objective, as it had done last year.

Grade Retention

Project WIN did not propose any objectives for grade retention. Thirty-three participating students (9.5 percent) were retained in grade. The project did not report the number of students retained in grade last year.

Dropout Prevention

The project offered an array of support services to reduce the dropout rate of participating students. The counselors and teachers were attentive to any signs of discontent with school and intervened in order to prevent any student from dropping out.

Project WIN proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than that of non-program students.

None of the project students dropped out of school during the year. This compares with a schoolwide dropout rate of 8 percent at the High School for the Humanities and a schoolwide dropout rate of 12 percent at the High School of Fashion Industries.

The project director reported that home visits, tutoring, and individual counseling accounted for the low dropout rate for project students.

The project met its dropout prevention objective, as it had done last year.

Attendance

Project staff encouraged regular attendance in a number of ways. They checked the students' attendance daily. When necessary, the resource teachers held counseling sessions with students to resolve any problems and stressed the importance of attending school regularly.

The project had one attendance objective:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for the project students at the High School of Fashion Industries was 93 percent. The schoolwide attendance rate was 84 percent. Project students at Fashion Industries had an attendance rate which was significantly better ($p<.05$) than that of mainstream students and also up from the previous year's 90.3 percent.

The attendance rate for project students at the High School for the Humanities was 92 percent, as was the schoolwide attendance rate. Attendance was a little lower than it had been in the previous year (93.4 percent).

The project partially met its attendance objective. Last year, this objective was fully met.

Placement in Gifted and Talented Programs

None of the project students were placed in a program for the gifted and talented.

Enrollment in Post-secondary Education Institutions

Twenty-four graduating seniors indicated that they would be enrolling in postsecondary educational institutions upon graduation. Data from the previous year were not available.

CASE HISTORIES

High School for the Humanities

Y. came to the United States from China two years ago. After two semesters at Liberty High School, he was admitted to the High School for the Humanities as a second-semester sophomore. Although his English was extremely limited, his motivation and intelligence were evident. After one term in the project, Y. was taking advanced placement chemistry and calculus. After an additional term of sheltered English social studies, Y. was mainstreamed into American history, where he was earning grades in the 90's. Y. continued to receive project support and encouragement in his two E.S.L. classes. His English continued to improve, and his speech became more facile. The project has greatly increased Y.'s confidence.

High School of Fashion Industries

J. came from China one year ago. After enrolling in the High School of Fashion Industries, he was placed in Project WIN. He received individual tutoring, counseling, and bilingual instruction and was enrolled in intensive E.S.L. classes. He quickly reached a level of competence comparable to that of mainstreamed students.

STAFF DEVELOPMENT OUTCOMES

Project WIN had one staff development objective for increased awareness of pupil needs and problems:

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil problems and needs.

Project personnel and teachers of participating students took part in a series of workshops and meetings designed to address the specific needs and problems of bilingual students.

The project provided data for 22 staff members. Of these, 68.2 percent demonstrated an increase in awareness of pupil needs and problems.

The project did not meet its staff development objective for an increased awareness of pupil needs and problems. Last year, the project also failed to meet this objective.

Project WIN proposed one staff development objective for continuing education:

- As a result of participation in the program, 75 percent of program staff members will enroll in at least one university course each semester.

Four of the five Title VII staff members (80 percent) enrolled in classes. The project director enrolled in courses at New York University and Hunter College. The resource teacher and paraprofessional at the High School for the Humanities took courses, and one staff member from the High School of Fashion Industries took courses at a local community college.

The project met its staff development objective for continuing education. Last year, Project WIN did not meet this objective.

CURRICULUM DEVELOPMENT OUTCOMES

The project did not propose any curriculum development objectives for the year under review.

Project staff developed and adapted materials in global history, fundamentals of mathematics, and general science, and translated materials for biology into Chinese.

PARENTAL INVOLVEMENT OUTCOMES

Project WIN encouraged the parents of participating students to make formal and informal visits to the school to meet with teachers and project personnel.

Project WIN proposed one parental involvement objective:

- As a result of participating in the program, the proportion of students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of the mainstream students' parents.

The project director reported that the proportion of project students' parents participating in Open School Day/Evening at the High School of Fashion Industries was 90 percent, compared to 82 percent of parents of mainstream students. At the High School for the Humanities, 95 percent of the parents of project students attended, compared to 90 percent of the parents of mainstream students.

The project met its parental involvement objective, as it had in the previous year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project WIN met its objectives for American culture and citizenship, cultural pride, attitude toward school, career counseling, career education, dropout prevention, staff enrollment in college and university courses, and parental involvement. The project partially met the N.L.A., content area, and attendance objectives. Project WIN failed to met its E.S.L. objective, as well as the objective for staff awareness of pupil needs and problems.

Participating students in Project WIN showed academic progress. Of the 349 participating students in grades nine through twelve, 316 were promoted to the next grade. Students showed significant N.C.E. gains in English language proficiency, although, less than 70 percent of the students for whom data were available reported an increase in pre- to posttest scores. Students also showed gains in native language skills. Overall, gains were evident in the content areas. The project director plans to increase individual instruction and peer tutoring for English, Spanish, science, and social studies.

Project services not only benefited the students academically but also increased their awareness of the importance of education. No students dropped out of school, and their attendance rate was either equal to or greater than that of the total school population. Students acquired knowledge about American culture and citizenship through project-sponsored field trips. The students developed a more positive attitude toward school and demonstrated growth in cultural pride.

Career counseling was made available to all project students. Students who became involved in the career oriented conferences profited greatly from them. The project director plans to encourage staff to organize conferences at both sites next year.

Project staff and teachers attended workshops to increase their knowledge of bilingual education. Although the project objective was not met, more than 60 percent of the teachers did gain knowledge about pupil needs and problems from the staff development activities offered. Project staff members enrolled in undergraduate or graduate courses and planned to continue to do so in the future. Parents of participating students were involved in school activities.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project WIN were the content area instruction in mathematics, the counseling services provided to all project students, and the array of support services to reduce the dropout rate of participating students. The project encouraged students to move into mainstream classes by acquiring social and academic skills. Quantitative data, reports of the evaluation consultant, and feedback from those administering the program attested to the strength shown in these areas.

Least effective components of the project were in the academic area of E.S.L., and staff awareness of pupil needs and problems. Although observations in E.S.L. classes indicated excellent student participation and genuine interest, and gains on the LAB were significant, additional efforts will have to be made in this area. While a

majority of the teachers responding to a questionnaire showed an increase in their awareness of pupil needs and problems, greater efforts will have to be made in the area of in-house staff development activities.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Investigate additional techniques to increase students' acquisition of English language skills, possibly by working more closely with peer tutors.
- Explore additional techniques to increase students' acquisition of skills in science and social studies. Analyze and replicate those techniques found to be successful.
- Stress the acquisition of knowledge about student needs and problems in staff development workshops.

APPENDIX A

Instructional Materials

E.S.L.

Title	Author	Publisher	Date
Oxford Picture Dictionary	Zevin	Oxford University Press	*
Elementary Composition 1	Breyer	Prentice Hall	*
Turning Points, Book 3	Iantorno & Papa	Addison-Wesley	*
Grammar Work, Books 1,3	Breyar	Prentice Hall	*
Great Expectations	L. Bunce	Globe	*
Explorations	Rice & Stempleski	Heinle & Heinle	1988
Cause and Effect	Ackert	Heinle & Heinle	1987
Issues for Today	Mare & Smith	Heinle & Heinle	1990
The U.S.A.	Tiersky & Tiersky	Prentice Hall	1990
Expanding Reading Skills	Markstein & Hirasawa	Heinle & Heinle	1982
American Picture Show	Mejia, Xiao & Pasternak	Prentice Hall	1992
Reading in the Content Areas	R. Amato	Longman	1990
Beyond Words	James & Evans	Prentice Hall	1989
American Mosaic	Rico & Mano	Houghton Mifflin	1991

N.L.A.

Title	Author	Publisher	Date
Lectures Periodistics	M. Azevdo	D.C. Heath & Co.	1990
Español para el Bilingual	M.E. Barker	National Textbook Co.	1991
Antologia Comunicsativa	G. Arevalo	Editonal Norma	1987
Practical Chinese	Shou-Hsin Teng	Chang & Tsui	1990
Chinese Textbooks from Hong Kong	Hong Kong Ren-ren	Hong Kong Ren-ren	1991

*Not submitted by project

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Title	Author	Publisher	Date
Consumer and Career Math	Bolster, Woodbarn & Gyrson	Scott, Foresman	1989
Basic Algebra	J. Kaplan	Educational Design	1986
Consumer Mathematics	Erikson & Rossell	Harcoart Brace	1989
Stein's Refresher Math	E. Stein	Allyn & Bacon	1990

Science

Title	Author	Publisher	Date
Biology and Human Progress	Tanzer	Prentice Hall	*
Physical Science for Progress	Pella	Prentice Hall	*
Pathways in Biology	Oxenhorn	Globe Book Co.	*
RCT Science Review	C. Raab	Prentice Hall	1989
Anatomia Humana	*	Langenscheidt	1989

Social Studies

Title	Author	Publisher	Date
U.S. History & Government	Stich, Rangel & Fawell	N & N Publishing Co.	1989
American History, Review Text	I. Gordon	Amsco School Pub.	1986
Global Studies	H. Bran	Amsco School Pub.	1988
Comprende Tu Mundo	Killoran	Jarrett	1991
America: After Independence	Uhl-Chamot	Addison-Wesley	1987
Two Centuries of Progress	Jackson & Perzone	Glencoe	1991
The People of the Middle East	Mensoian, Norris & Dicker	W. Sadlier	1973

APPENDIX B

Schedules of Instruction

The school day of a student in Project WIN consisted of class periods of 42 minutes. Each student's schedule was the same Monday to Friday.

High School for the Humanities

Period	Grade 9	Grade 10	Grade 11	Grade 12
1	E.S.L. 4	Language Arts 8	Health Education	Programming
2	E.S.L. 4	Global History 4	Language Arts 8	Speedwriting
3	Global History 2	E.S.L. 8	E.S.L. 8	Multicultural Ex.
4	Lunch	Programming	Programming	E.S.L. 10
5	Sequential Math 1	Sequential Math 3 (H)	Sequential Math 3 (H)	Shakespeare
6	Physical Education	Lunch	Lunch	U.S. History & Gov't
7	Language Arts 4	U.S. History & Gov't	U. S. History & Gov't	Meteorology
8	Physical Science	Biology 2	Biology 2	Public Speaking
9	E.S.L. 4	Sequential Math (RG)	Sequential Math (RG)	------

High School of Fashion Industries

Period	Grade 9	Grade 10	Grade 11	Grade 12
1	Physical Education	Physical Education	E.S.L. 4	Physics 2
2	Business Education	Global History 4	Fashion Design	Health Education
3	Fundamentals of Mathematics 2	Biology 2	Fashion Design	Study Hall
4	E.S.L. 2	English 4	U.S. History & Govt.	Lingerie 2
5	Spanish Literature	Lunch	Lunch	Lingerie 2
6	Lunch	Pre Algebra	Sequential Math	E.S.L. 2
7	E.S.L. 1	Fashion Design	E.S.L. 2	Lunch
8	Spanish	Fashion Design	Fashion Arts 2	Economics
9	Global History 2	--------	Physical Education	Sequential Math 3

APPENDIX C

Likert Scales Attached

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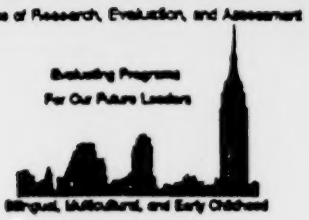
Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Student Assessment
Spring 1993

Program: **Project WIN**

4 5
1 2

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Project WIN helped me keep in closer contact with my Native culture.

Did not help me at all	1 2 3 4 5	Helped me a lot	3

2. By keeping in contact with my Native culture, I will learn more about myself.

Not true at all	1 2 3 4 5	Very true	4

3. Because of Project WIN, I am more interested in continuing my education next year.

I am **NOT** more interested	1 2 3 4 5	I am much more interested	5

4. Project WIN has helped me to do better in school.

Did not help me at all	1 2 3 4 5	Helped me a lot	6

5. Project WIN has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	1 2 3 4 5	Helped me a lot	7

Thank you for completing this form.

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Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Evaluación Estudiantil - Primavera 1993

Programa: **Proyecto WIN**

4	5
1	2

Instrucciones: Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. El Proyecto WIN me ha ayudado a mantener contacto con la cultura latina.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 3

2. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

   No estoy de acuerdo |__|__|__|__|__| Estoy de acuerdo
   1 2 3 4 5

   ☐ 4

3. Yo estoy más interesado(a) en continuar mis estudios el año que viene, gracias al Proyecto WIN.

   No estoy más interesado(a) |__|__|__|__|__| Estoy mucho más interesado(a)
   1 2 3 4 5

   ☐ 5

4. El Proyecto WIN me ha ayudado a mejorar en la escuela.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 6

5. El Proyecto WIN me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 7

Muchas gracias por completar este cuestionario.

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Office of Research, Evaluation, and Assessment
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Bilingual, Multicultural, and Early Childhood

Student Assessment
Spring 1993

Program: **Project WIN** 4 5 (1 2)

请将合乎你情况的数字填入右栏空格中.

1. 本双语计划有助于我接触中国文化. (3)
   毫无帮助 |1|2|3|4|5| 帮助很大

2. 通过接触中国文化, 我增进了对自己的了解. (4)
   毫无帮助 |1|2|3|4|5| 帮助很大

3. 因为参加了本双语计划, 我对继续下年度学业更有信心. (5)
   毫无帮助 |1|2|3|4|5| 帮助很大

4. 本双语计划帮助我提高学习成绩. (6)
   毫无帮助 |1|2|3|4|5| 帮助很大

5. 本双语计划帮助我理解为升学或就业作准备的必要. (7)
   毫无帮助 |1|2|3|4|5| 帮助很大

多谢合作.

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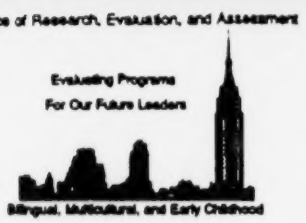
Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Staff Awareness
Spring 1993

4 5
1 2

Program: **Project WIN**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project WIN, to what degree have you become **more aware** of students' needs?

Not more aware at all |__|__|__|__|__| Much more aware
1 2 3 4 5

☐ 3

2. Since participating in Project WIN, to what degree have you become **more aware** of students' problems?

Not more aware at all |__|__|__|__|__| Much more aware
1 2 3 4 5

☐ 4

3. What is your overall assessment of the project?

Poor quality |__|__|__|__|__| Superior quality
1 2 3 4 5

☐ 5

4. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

_____

Thank you very much for your assistance.